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ABSTRACT

Designed to assist community college administrators and faculty in enhancing vocational education programs and services, this resource package provides information on school-to-work transition programs within the California Community Colleges (CCC). The opening section of the report discusses the changing demands of the job market and the impact on students' educational needs; describes demographic and economic trends likely to affect the job market and workforce by the year 2000; and reviews the foundation skills and competencies of effective workers, identified in the Secretary's Commission on Achieving Necessary Skills (SCANS) Report for educational reform. Next, the report describes Project Adelante at Long Beach City College, providing vocational skills training, assistance, and guidance, to disadvantaged, limited English proficient, and disabled vocational education students. A description is then provided of the Mathematics, Engineering, Science Achievement Minority Engineering Program at Sacramento City College, providing arenas for collaborative learning, personal and practical skills development, and a hands-on work experience program for minority students. The final section of the report draws from interviews of staff at CCC institutions and details strategies for successful school-to-work transition efforts, including business and industry input in curriculum development; forming advisory committees; emphasizing cooperative work experience programs; forming long-range partnerships with primary and secondary schools; and implementing instruction which addresses personal qualities and job search skills. A list of program contact people is included. (PAA)

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School-to-Work Transition

VOCATIONAL EDUCATION RESOURCE PACKET

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VOCATIONAL EDUCATION RESOURCE PACKAGE

School to Work Transition

Prepared for the
Chancellor's Office of the
California Community Colleges

Prepared by the
Evaluation and Training Institute
12300 Wilshire Boulevard, Suite 420
Los Angeles, California 90025

1993

VOCATIONAL EDUCATION RESOURCE PACKAGES (VERPs)

Vocational Education Resource Packages (VERPs) are made available to the California Community Colleges through a special project grant. VERPs are designed to assist community college administrators and faculty in enhancing vocational education programs and services, especially those serving special population students.

Each VERP contains information about successful program strategies and ideas currently in use in vocational education programs at the California Community Colleges. VERPs enable the dissemination of various program approaches to interested colleges, and provide resource materials to improve or develop programs which respond to local needs.

The VERPs are organized along thematic lines based on the needs of California Community Colleges. This VERP provides information on school to work transition programs.

VERP Titles	
Industry-Education Partnerships	Partnerships with the Public Sector
School-to-Work Transitions	Multi-media Instruction
Trends in Gender Equity	Promising Practices
Career Development	Staff Development
Rural Programs	Grant Writing

TECHNICAL ASSISTANCE

The special project grant that enabled the development and dissemination of the VERPs also provided for technical assistance. **Technical assistance services and workshops are available free of charge through June 1993.** The workshops and technical assistance will be provided by community college faculty and other resource people with relevant experience and know-how to share. Should your college wish to have an on-site workshop, or should you desire additional information, please contact:

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TABLE OF CONTENTS

Background 1

Case Studies 5

Approaches to School to Work Transition 11

Resources 22

Bibliography 23

BACKGROUND

It is becoming commonplace for instructors, administrators, and industry representatives in California and elsewhere in the nation to call attention to the many students who finish their formal education without being sufficiently prepared to take their place in the workforce. This is the central problem to which "school-to-work transition" refers. It is a problem which, in the words of David Gardner, "becomes more acute as the knowledge base continues its rapid expansion, the number of traditional jobs shrinks, and new jobs require greater sophistication and preparation."[1] Numerous community colleges in California are taking creative steps to smooth this transition and facilitate movement from the educational arena into the world of work.

Statistics point to the need for creative solutions in the community colleges to the problem of the school-to-work transition:

- By the year 2000, the workforce will be older, more female, and more disadvantaged. At the same time, the workplace will require more highly skilled workers.

- By the year 2000, a median of 13.5 years of education will be required for new jobs. An estimated 75% of jobs will require education or technical training beyond high school.[2]

- Of the twenty fastest growing occupations of the 1990's (including nursing, computer science, law enforcement, office-machine service and repair, engineering technician, banking and insurance) all will require some form of postsecondary education and training, but only two of these occupations will require a four-year degree.

Numerous attempts have been made to more precisely define the skills and qualities which prepare a student for work. In one notable example, the Secretary's Commission on Achieving Necessary Skills (SCANS) Report for educational reform identifies three foundation skills and five competencies that are needed for solid job performance. These skills are listed below.

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[1]David P. Gardner et al., A Nation at Risk.

[2]Source: National Alliance of Business, 1986.

SCANS Skills

FOUNDATION SKILLS--Competent workers in the high-performance workplace need:

- **Basic Skills**--reading, writing, arithmetic and mathematics, speaking, and listening.
- **Thinking Skills**--the ability to learn, to reason, to think creatively, to make decisions, and to solve problems.
- **Personal qualities**--individual responsibility, self-esteem and self-management, sociability, and integrity.

COMPETENCE--Effective workers can productively use:

- **Resources**--They know how to allocate time, money, materials, space, and staff.
- **Interpersonal skills**--They can work on teams, teach others, serve customers, lead, negotiate, and work well with people from culturally diverse backgrounds.
- **Information**--They can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information.
- **Systems**--They understand social, organizational, and technological systems; they can monitor and correct performance; and they can design or improve systems.
- **Technology**--They can select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment.[3]

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[3] Brock et al. Learning a Living, xiv.

The disparity between the educational level of many students currently making the transition into the workforce and the full range of skills and personal qualities for tomorrow's job performers called for by the SCANS Report cannot be ignored. Many community college educators and administrators have questioned the ability of community colleges to adequately address any of the five competencies outlined by the SCANS report until the educational institution adopts a more applied and contextual approach to learning. According to these educators and administrators, students in all fields require exposure to the real world of work in order to develop workplace competencies. These sentiments are echoed in the SCANS report which asserts that the most effective way of learning skills is "in context," placing learning objectives within a real environment rather than insisting that students learn in the abstract what they will be expected to apply.

The two following case studies illustrate the efforts of community colleges to apply these principles and others in order to facilitate the transition from school to work of the students involved.

CASE STUDIES

Project Adelante, Long Beach City College

Project Adelante was initiated in 1991. Funded by a grant from the Carl D. Perkins Vocational & Applied Technology Education Act, the project targets the disadvantaged, limited English proficient, and disabled post-Amnesty population of Long Beach. The purpose of Project Adelante is to provide vocational skills training, assistance, and guidance to this special population group, to the end that they may more successfully transition into the workforce.

The post-amnesty population represents twelve percent of the state's workforce, and the city of Long Beach has the fourth largest amnesty population in the state.[4] Long Beach City College provides a number of different college services and special assistance to post-Amnesty vocational education students, for example:

- Basic skills courses on English (ESL), math, and science
- Technical classes
- Free ESL texts
- Forty-hour certificates of instruction in English and civics
- Citizenship classes and testing
- Academic and vocational counselling
- Career planning
- College support service information
- Community service and job referrals
- Bilingual personnel.

Long Beach City College's efforts have produced the highest amnesty education student retention rate in the state. The college has served over 7600 amnesty students since 1988.

Students eligible for placement in Project Adelante receive vocational training in programs such as aviation maintenance, automotive, auto body, diesel, electro-mechanical, machine tool, sheet metal, and welding. In addition, linkages and partnerships have been developed with

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[4]All material drawn from Ana Torres-Zayas, Skills Training for Post-Amnesty Students: PROJECT ADELANTE Final Report.

business, industry, and educational communities which provide opportunities for employment and continuing education for these post-amnesty students.

Key to Project Adelante is the work of an active Industry Advisory Committee which discussed occupational programs in which post-amnesty project participants could receive training. Project organizers obtained a list of names from the college's vocational education department of individuals in the community who had expressed an interest in participating in an advisory committee. Organizers mailed letters of invitation to them, and the majority of contacts responded. The Advisory Committee included executive representatives from various Corporations including Fluor-Daniel Construction, Chevron Corporation, Nissan Corporation, as well as the Department of Defense, the Chancellor's office, the clergy, and other members of the business community of Long Beach. The Advisory Committee served to identified specific jobs available to project participants upon completion of their training. Business and industry representatives played a crucial role in keeping project staff up to date on the needs of the work sector, and exactly what kind of professionals and specialists should be produced by college programs. Credit was given to Advisory Committee members for their enthusiasm and their willingness to work together with Long Beach City College in ways that would be mutually beneficial. Three meetings were held during the year, and most business members of the Advisory Committee communicated a desire to continue to actively participate through the committee in the future toward the success of the program and of the students involved. Business and industry representatives have frequently supplied necessary funding and equipment to students in various hands-on vocational skills programs.

Another key to the success of Project Adelante was the support system provided to students by a very committed staff. The students enrolled in Project Adelante often are limited English proficient. For these students, joining Project Adelante amounts to making the transition from an ESL background in which Spanish is spoken as well as English, to a Vocational education program taught in English. Project staff recognized the necessity to consistently, even aggressively assist students with this sometimes intimidating transition. All enrolled students had a one-to-one contact person/liaison who pursued a personal relationship with enrolled students. Students were not left by themselves. Staff helped students network with other offices and departments of the academic institution

and they actively exposed students to business and industry through guided tours.

In 1991-1992, through recruitment and personal interviews, Project Adelante matched the specific needs of 100 disadvantaged, limited English proficient, and disabled post-Amnesty individuals to available resources at Long Beach City College and in the community, enrolling 51 students in vocational programs. An emphasis upon gender equity and non-traditional roles for women resulted in a ten percent female enrollment for the program. Over a dozen students received financial aid through special programs, including the Long Beach City College foundation. Project Adelante also provided orientation to the realities of employer expectations in the workplace to approximately 150 students.

The results of the program were overwhelmingly positive. Fifty of the fifty-one enrolled students in 1991-1992 completed the program. Every student passed their courses, and most received excellent marks. One woman received summer employment with Caterpillar/Sheppard machinery following her first year with the program. The waiting list for entry into the program the following year increased to about seventy students, reflecting student interest in and demand for the program. Vocational education at Long Beach City College is a two-year program, so the students enrolled in Project Adelante during the 1991-1992 academic year have not yet entered the workforce. Nonetheless, a network of linkages with business and industry employment opportunities have been established for project participants through the efforts of the Industry Advisory Committee and the Department of Vocational Education which should make for a more effective transition into work for Project participants.

MESA/MEP, Sacramento City College

For eighteen years in the state of California, the Mathematics, Engineering, Science Achievement Minority Engineering Program (MESA/MEP) has helped historically underrepresented minority students in high schools and four-year universities to succeed academically and gain employment in math, science, and engineering professions. During the past few years the MESA/MEP program has expanded to community colleges, where approximately 85 percent of targeted students at the college level currently study.

The Los Rios Community College District was the first community college district in California to undertake a MESA/MEP program. With the help of a National Action Council for Minorities in Engineering (NACME) grant, Sacramento City College piloted a very successful MESA/MEP program during the 1991-1992 academic year.

Sacramento City College appointed a MESA/MEP campus staff project director to organize the program. The project director mailed a brochure describing the program to 600 potential candidates at the college (students who both belonged to the targeted minority groups, and were pursuing education in math, science, and engineering). Students who responded to the invitation were interviewed and attended an orientation session describing the program. In its first year of operation, the MESA/MEP program at Sacramento City college recruited 84 qualified African-American students, 83 Hispanic students, and 31 Native American students.

The MESA/MEP program creates arenas for collaborative learning for the benefit of its students. Clustering in classes and the opening of a study center for MEP students provide support structures to these students who face some of the greatest barriers to success in their fields. College faculty, counselors, and others also provide tutoring, academic advising, career counselling, and study skills workshops to MEP students. The campus staff MEP director informs students of programs and services provided to them by MESA/MEP.

MESA/MEP takes two approaches to the transition from school into work for its students. The first involves the development of necessary personal qualities and practical skills necessary to finding and holding a job. For example, MESA/MEP at Sacramento City College sponsored a weekend leadership retreat which included workshops and guidance from educators, professionals, and corporate personnel. Basic job search skills such as resume writing, and successfully attending a job interview were addressed. In addition, personal qualities such as self-esteem, responsibility, communication skills, integrity, cross-cultural sensitivity, and goal-setting were communicated to students.

A second approach to the problem of the school to work transition involved giving job opportunities and hands-on work experience to students in the program, to familiarize them with the expectations and rewards of work. Program directors established contacts with business

and industry representatives in order to provide summer shadowing experiences in industry for the students, industry mentoring, and summer job placement in the mathematics, science, and engineering professions. An active, thirty-member advisory committee was of great value in establishing relationships with industry in the community, and providing work opportunities to the students. In 1991-1992, Caltrans provided four MEP students with engineering mentors. Four MEP students also obtained part-time jobs with Hewlett-Packard. Educators at U.C. Davis Medical School provided conferences for forty pre-med MEP students.

APPROACHES TO THE SCHOOL TO WORK TRANSITION

Community colleges in California utilize numerous strategies to improve the student's transition from school to work. A recent series of interviews with community college staff statewide yielded the following approaches:

- **Seeking business and industry input into course curriculum**
- **Forming effective advisory committees**
- **Emphasizing cooperative work experience education**
- **Implementing tech-prep programs**
- **Forming long range partnerships with primary and secondary education**
- **Implementing curriculum innovation**

Each of these is discussed below.

Business and Industry Input into Course Curriculum

In order to effectively prepare students for the transition from school into the work force, curricula must take into account the needs of business and industry. Administrators and instructors alike emphasize the importance of seeking and including the input of industry personnel into the curriculum. One example of this effort is the Employer's Guide to Working with Community Colleges, which provides information to employers on the thirty-three community colleges of Los Angeles, Orange, and Ventura counties. The document encourages employers to enhance the value and capabilities of community colleges by (1) providing information to the community colleges on industry trends; (2) providing direct advice and experience to the community colleges; and (3) providing opportunities for faculty development.[5] In addition to highlighting specific programs at each of the thirty-three community colleges, the document offers numerous suggestions to employers defining how they may provide input into coursework:

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[5]An Employer's Guide to working with Community Colleges in Los Angeles, Orange, and Ventura Counties, 12.

- Participate on program advisory committees established by the colleges.

- Invite college representatives to internal staff meetings dealing with competitive and/or education and training issues.

- Designate a community college liaison who provides the community college with a single point of contact about the firm's training needs and priorities.

- Hold industry-specific panels or workshops for college staff and distribute a report on the discussion to all community colleges.

- Communicate through industry associations the need to work with community colleges to define and respond to industry's workforce needs.

- Make employees available to the community colleges for advisement, guest lectures, or career workshops.

- Investigate the possibility of becoming a part-time faculty member with the community college in order to contribute new ideas and teaching approaches.

- Assist in the professional development of college faculty by offering summer internships or short-term assignments in relevant areas at their site.

Community colleges which seek and heed such input from industry representatives will find means to make coursework more consistent with the needs of business, thereby improving the chances of a smooth school to work transition for their students.

Effective Advisory Committees

The above case studies demonstrate that one of the most significant means by which business and industry input into course curriculum is obtained is through partnership with an active, well-functioning business advisory committee. The Center for the Vocationally Challenged at Grossmont College benefits from partnership with a forty-two company strong Business Advisory Council. A representative of that program described the following keys to an effective advisory committee:

- The committee should meet regularly, rather than just twice a year as mandated by law.
- Advisory committee members should consistently be given opportunities to contribute ideas to the program.
- Requests for recommendation to advisory committee members should be very specific on every subject (mentorship opportunities, curriculum development, business and industry trends, etc.)
- Follow-up on the recommendations of the advisory committee is crucial. In order to cultivate industry buy-in and ownership of the program, they must be treated as full partners in the program, and must be given real decision-making abilities.
- Advisory committee members should be recognized in some way for their contributions. Printing the name of contributing companies on the program brochure, acknowledging sponsors in meetings, or supplying plaques to contributors are just a few means of acknowledging contributions.
- The advisory committee should conduct its own annual review of the program and of its own activities.

Cooperative Work Experience Education

Increasingly, integrating coursework with the world of work through Cooperative Work Experience Education (CWEE) programs is used by community colleges to improve the student's school to work transition. The value of Cooperative Work Experience Education is widely recognized. The CWEE Management Handbook, produced by the Chancellor's office of names ten specific benefits to the student of CWEE:

The Student:

- Has the opportunity to learn or improve employment skills under actual working conditions.
- Gains perspective on career goals through application of classroom theory to "real life experience."
- Builds self-identity and confidence as a worker through individual attention given by instructor/ coordinators and employers.
- Has opportunities to test personal abilities in work environments.
- Has a more realistic approach to the job market.
- Will gain a better understanding of human relations.
- Will learn to apply Management By Objectives (MBO).
- May refer to work experience education on future job applications.
- Benefits financially while learning.
- Can begin a career earlier.

The value of Cooperative Work Experience Education was also identified in a report prepared for presentation to the American Educational Research Association. The author outlined four strengths of school-

supervised work experience (SSWE) in two-year colleges, and contrasted SSWE with student work experience which is not school-supervised.

- SSWE students more commonly say that their job is related to a career they want.

- SSWE students report more present interest in their current jobs. The jobs more often include variety and greater mental challenge.

- SSWE students report more opportunity for learning in their current jobs.

- SSWE students see a closer connection between school and work. They are more likely to say that their jobs give them a chance to practice what they learned in school, to read and write, and to make use of special skills they learned there.[6]

Numerous community college administrators and instructors consider the Cooperative Work Experience Education programs at their colleges as significant contributors to students' need to develop competence in the workplace. For example, Long Beach City College considers its cooperative arrangement with Nissan Corporation to be particularly valuable. Long Beach City College is an official training center for Nissan Corporation's PRO-CAP program (Professional Cooperative Apprenticeship Program), in which students working toward an A.A. degree in Automotive programs can be transitioned into work with Nissan through apprenticeships and summer employment. Upon completion of their degree program, students in PRO-CAP are primary candidates for employment by Nissan Automotive Corporation.

Another Cooperative Work Experience Education Program at Long Beach City College is an arrangement with the advertising branch of General Motors. Marketing students at the college enter a contest to design an advertising campaign for GM automobiles. The students who participate gain exposure to GM dealerships and corporate offices, and the transition from school into the workforce is more natural because of the experience they gain in the world of work.

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[6]David Stern, Quality of Work Experience, 10-17.

Because of the high percentage of Hispanic and Cambodian people in the Long Beach area, a high percentage of minority population students participate in these CWEE programs. Additionally, the automotive program develops literature and advertising targeting women willing to work in non-traditional employment. These students have a unique opportunity to develop in an actual job environment both the workplace competencies and the foundational skills named in the SCANS report.

Until recently, De Anza College operated a CWEE program specially designed for three groups of special population students: disabled, minority, and disadvantaged students. The program, Internships for Disabled, Minority, and Disadvantaged Students (IN-D'MAND), was recently discontinued due to funding difficulties, but nonetheless serves as an excellent example of a cooperative work arrangement which provides workplace competencies to special population students. The program was designed with the assistance of an IBM executive on loan, who had a business perspective on internships. In partnership with local enterprises, IN-D'MAND arranged career internships lasting from six months to one year for eligible students. De Anza college counselled these students to take the courses necessary to satisfactorily perform on their jobs. Employers, on the other hand, provided career work experience, including mentoring and work performance evaluation. IN-D'MAND provided opportunities for interns to apply classroom instruction to real work challenges, as well as quality work experience to targeted students who face the greatest hurdles transitioning into the workforce.

Tech-Prep: Education's Future

At the national and state level, there is hope that Tech-prep programs will successfully integrate classroom learning with the world of work and prepare students for the school to work transition. Tech-prep programs, in the words of the Carl Perkins Vocational and Applied Technology Act, "offer an alternative to the traditional 'college prep' program. Tech-prep is specifically aimed at equipping youth with the technical and academic skills required to compete in a rapidly changing global economy." Tech-prep programs typically cover four to six years, including two to four years in high school and two years of advanced training or education in a number of specific subject areas. The graduate of a Tech-prep program receives an associate degree or a two-year certificate.

Tech-prep programs focus on delivering an educational program which is contextual and applied. According to Hull and Parnell, the key components of the Tech-Prep Associate Degree (TPAD) programs include:[7]

- Continuity in learning (eliminating disjointed courses and the linking of course electives to form a coherent program of study).
- Context-based teaching (using applied academics). Curriculum is connected to real-life situations, activities, and problems.
- Competency-based teaching (providing students with lifelong learning competencies required for entry-level employment).
- Communication between learning institutions (coordinating efforts of secondary and postsecondary schools to achieve maximum results).
- Completion of a program with an associate degree.

Tech-prep programs have proven to be successful in several states. One of the earliest Tech-prep programs in North Carolina reported the following outcomes for the period 1986 to 1991:[8]

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[7]Hull & Parnell, TPAD: A Win/Win Experience, 2.

[8]Hull & Parnell, TPAD: A Win/Win Experience, 168

- The proportion of high school seniors attending community college increased from 27% to 52%

- The cumulative dropout rate declined from 29% to 13%

Currently, Tech-prep programs are being implemented throughout the nation. A national Tech Prep network has been formed to share information and materials regarding reform efforts currently underway. Tech-prep programs are gaining popularity in California's community colleges, and hold great potential to provide a first-class preparation for students interested in technical careers.

Long-Range Partnerships with Primary and Secondary Education

Currently, Tech-prep reform efforts are focusing attention on the middle school and even primary levels, giving students information about the world of work and providing an orientation to a range of careers in an effort to prepare students for choosing a preliminary career objective at the secondary level. At the same time, advocates of Tech-prep are building partnerships with community colleges, designing long-range plans for students that link students' courses of study at both the secondary and postsecondary levels. Many educators and administrators feel that communication and articulation are the most important elements of the school to work transition, requiring teamwork and cooperation by educators and administrators from all educational levels, primary schools to postsecondary institutions.

Instructors, administrators, and students alike point out the benefits of contextual training and exposure to the realities of the workplace prior to graduation from high school and before college entrance. In a recent interview, one community college administrator noted that students frequently graduate from college without knowing what an internship is. Comments like these point out the importance of beginning the transition from school to work earlier rather than later in students' education.

One notable example of this effort is occurring in Antelope Valley. Community leaders in Antelope Valley met for two years in order to develop a bridge from education to careers which includes the efforts of

Antelope Valley College, as well as primary and secondary schools in the area, business, and industry. The goal of the Antelope Valley bridge from education to careers is to prepare students for the workforce from the kindergarten level forward.[9] The program includes instructing students at all levels of the educational process in career awareness, career exploration, career decision-making, career preparation, and career entry. The student's transition into the workforce includes instruction regarding work attitudes and ethics, basic skills necessary for the workforce such as reading, writing, and math, communication skills, applied academics courses and specific job training, as well as the concept of life-long learning and continuous self-improvement.

The Antelope Valley plan involves transitional bridges between each of the major levels of education. For example, students in High School (9th - 12th grades) not only receive focused instruction on career preparation and planning, develop a career portfolio, and participate in entry and advanced training programs for the world of work, they also participate in bridge programs such as a Career School Fair, a College Information Night, and exploratory/job programs which facilitate the student's transition from high school.

The Antelope Valley Bridge from Education to Careers names four goals of the plan with respect to postsecondary education (including Antelope Valley college):

- Coordination of available postsecondary educational/training services.

- Surveying providers of postsecondary education & training should lead to a Postsecondary Articulation Council which would verify local labor market needs and develop appropriate responsive programs.

- Preparation of a brochure identifying the variety of training programs, as an outreach tool for the community.

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[9]Career Prep Council, Antelope Valley Bridge from Education to Careers, 8-9.

- Articulation and coordination with the high school would be targeted to increase career pathways for students.[10]

Postsecondary institutions such as Antelope Valley college thus play an integral role in the Antelope Valley plan, but the community college is one component of a much larger plan designed to prepare students for the transition from school to work. The entire burden of developing career awareness, exploration, decision making, preparation, and career entry does not fall upon the community colleges alone. Instead students continue to receive instruction and preparation at the community college which builds upon the foundation laid at the primary and secondary level. Such a coordinated partnership may be expected to significantly improve a student's transition into work.

Instruction Addressing Personal Qualities and Job Search Skills

The perceived disparity between today's students at the point of transition into the workforce and the effective workers identified by the SCANS Report is not limited to workplace competencies. Numerous community college educators and administrators also stress the need for students to develop such personal qualities as individual responsibility, self-esteem, self-management, sociability, and integrity. They call for creative means of educating students on work ethics and work habits helpful for gaining and keeping a job.

At Chabot College an instructor experimented with a course for one year entitled "Self-Esteem for Success." The course targets single parents and disabled students, though other students from the college may enter the class by referral from a counsellor. The course was very successful, yielding significant results and excellent feedback from students. The course introduces students to habits and attitudes necessary for success such as confidence, assertiveness, taking care of one's body, learning how to negotiate with people and interact socially, setting goals for oneself and writing them down. The course has helped a number of students to overcome fears of taking more challenging courses at the college. Upon the successes of the previous year, the instructor has

[10]Career Prep Council, Antelope Valley Bridge from Education to Careers, 10.

decided to continue the course, which is developing in students personal qualities which will help them operate well in the world of work.

Instructors and administrators also emphasized the importance of improving the job search skills of students. Courses or seminars addressing such practical concerns as writing a resume, job discovery, how to dress for a job interview, job interviewing skills and techniques are common recommendations. Frequent suggestions to make such courses or seminars mandatory for graduating students underscored the reality that at many community colleges such seminars and workshops do already exist, yet are poorly attended, while students graduate lacking the benefit of the practical skills such workshops offer.

The Landscape, Agriculture, Natural Resources Department (LAND) at King's River Community College confronts the need for students to learn practical job search skills by offering a series of four career preparation courses which are mandatory for the Associate's degree in that department. Each of the 1/2 unit courses addresses a different facet of the transition from school to work. The subject of LAND 1 is career exploration. Its focus is the development of the goals and skills required to secure a job in the Landscape, Agriculture, and Natural Resource area, including job search, applications, resume development, how to prepare for a job, etc. LAND 2 addresses such subjects as interviewing, motivation, communication skills, leadership, and employee/employer relationships. LAND 3 introduces students to the issues of time management, planning, problem solving, training, working relationships, and disciplinary action. The fourth LAND course is a seminar on contemporary issues of importance in the field. Representatives from business and industry and other guest speakers have an opportunity to address these students who will soon join the workforce. The courses have been offered since the 1970's, and have been frequently revised to reflect the changing work environment.

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